

Evaluation in Early Childhood: Coming Attractions



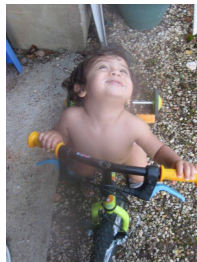
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September 16th

- Recommended practices related to developmental and behavioral screening
- Selecting screening tools
- Misuses of screening tools
- Myths of DLLs and screening children who are DLLs
- Involving families in the screening process



November 18th

- Recommended practices
- Play-based assessment
- Rules and policies around cognitive testing
- Other ways to assess (rubrics, rating scales, language observations, play)
- Teaming and involving families



February 13th

- Interpreting evaluation information
- Guiding and linking to instruction
- Making decisions (patterns and trends)
- Report writing and sharing



Early Childhood Assessment Purposes

1. Developmental and Behavioral Screening
2. Eligibility for IDEA
3. Planning Learning Opportunities
4. Revising Learning Opportunities
5. Program Evaluation
6. Accountability



Assessment Standards

LINKing Standards

1. Acceptability
2. Authenticity
3. Collaboration
4. Evidence
5. Multifactors
6. Sensitivity
7. Universality
8. Utility

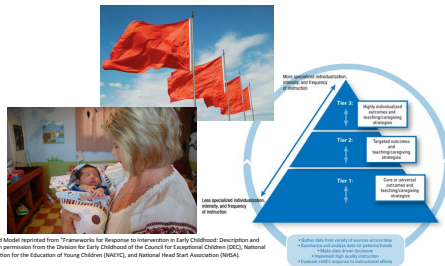


Overarching Rules

Golden Rules of Assessment

- Use assessment tools for designed and validated purposes
- Link assessment and instruction
- Involve families and work as a team

Developmental-Behavioral Versus Universal Screening



Screening Tool Characteristics



- ① Brief and inexpensive
- ② Easily administered
- ③ Standardization process

Medical Home Format



Who Completes: Medical Home or Health Provider

Where/How: Clinics, doctor's offices, etc., often during well-child checks using individually administered or parent completed screeners

Considerations: Training, resources, competing demands, access and mobile families, and reliance on clinical judgment

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Parent Completed Format



Who Completes: Parent or other caregiver

Where/How: Home and other familiar places the child goes to with the family

Considerations: Need for tools that have valid and reliable scores, attention to family characteristics, and family involvement

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Individual or Group Administration Format



Who Completes: Professional member of team

Where/How: Home or community setting (e.g., child care, preschool, social service agency) through direct or individual administration of a screening tool

Considerations: Costs and training, making referrals, and involving families

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Misuse - Administration and Scoring

- Training on how to administer
- Training on how to score
- Following administration guidelines
- Following scoring rules
- Being familiar with the child and screening tool



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Misuse - Interpretation and Use

Developmental Milestones			
Age	Motor	Language	Social/Emotional
12 months	Can sit without support	Can say "mama" and "dada"	Can play independently
18 months	Can walk	Can say 10 words	Can play with others
24 months	Can run	Can say 50 words	Can play with others
30 months	Can climb stairs	Can say 100 words	Can play with others
36 months	Can jump	Can say 150 words	Can play with others
42 months	Can hop	Can say 200 words	Can play with others
48 months	Can skip	Can say 250 words	Can play with others
54 months	Can balance	Can say 300 words	Can play with others
60 months	Can throw ball	Can say 350 words	Can play with others
66 months	Can catch ball	Can say 400 words	Can play with others
72 months	Can swing	Can say 450 words	Can play with others
78 months	Can balance beam	Can say 500 words	Can play with others
84 months	Can jump rope	Can say 550 words	Can play with others
90 months	Can throw ball	Can say 600 words	Can play with others
96 months	Can catch ball	Can say 650 words	Can play with others
102 months	Can swing	Can say 700 words	Can play with others
108 months	Can balance beam	Can say 750 words	Can play with others
114 months	Can jump rope	Can say 800 words	Can play with others
120 months	Can throw ball	Can say 850 words	Can play with others
126 months	Can catch ball	Can say 900 words	Can play with others
132 months	Can swing	Can say 950 words	Can play with others
138 months	Can balance beam	Can say 1000 words	Can play with others

- Wait and see approach
- Reliance on clinical judgment
- tools with issues around sensitivity and specificity
- Use wrong tool for wrong purpose
- Delay referrals due to system barriers

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Overview of Review Criteria

1. Technical Adequacy Criterion
2. Cultural and Individual Relevance Criterion
3. Practicality Criterion
4. Family Involvement Criterion



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Using Numbers

- Convert raw scores
- Use standard scores
- Use means and percentages
- Use totals

3-Month Intervals	Fine Motor Area	Gross Motor Area
4-6	2	2
7-9	3.5	4
10-12	6	7
13-15	7	10
16-18	9	13.5
19-21	11	16
22-24	12	17

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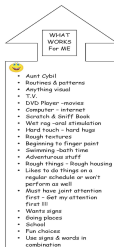
Using Words

- Include objective statements
- Write in plain English
- Incorporate multiple perspectives

After her mother assists her with drying off, she joins her mother at the dresser and pulls out a matching shirt and short set. Serina will identify her favorite color as pink (e.g., /t/ /w/ /pin/ for *I like pink*). She is able to match red, yellow, and green colored shirt and short combinations. She consistently follows the routine directions that go with taking a bath and getting dressed. Serina is starting to follow new directions that include location concepts (e.g., in, on, behind, up, down). For example, when her mother or father point to an object on her shirt, she finds it and points or imitates the name of the object, or when asked to hang her pajamas on the hook behind the door, she complies with the request. When asked, Serina is able to inform others of an object's/person's location.

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Using Visuals



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Types of Patterns

1. Patterns of Strength
2. Unexpected Performance
3. Patterns of Lack of Quality
4. Patterns of Assistance
5. Patterns of Behavior Interfering
6. Patterns of Time Toward Task

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